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ABSTRACT

Five articles deal with concerns of teachers in the field of secondary speech education. The first article reports the responses of 84 speech education graduates to a questionnaire concerning their success in finding teaching jobs and their recommendations for course work for current speech education majors. Other articles discuss ways of helping students learn to function as speech communication critics, methods for teaching interpersonal communication in the secondary classroom, and suggested prerequisites for the high school speech and debate coach. The final article presents the results of a study that provides evidence that participation in certain high school extracurricular speech activities may be beneficial to students in fulfilling university-level communications requirements. Other features of this journal include "News and Notes" from individual districts of the Kansas Speech Communication Association, classroom tips for teachers, "Footnotes and Feedback" from readers, and a reproduction of the constitution of the Kansas Speech Communication Association. (GW)

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Focus: Secondary Speech Education

Kansas Speech Journal

David A. Stern, Ed.

Volume XXXVII Winter, 1977 Number 2

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CS 501 757

Kansas Speech Communication Journal

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Editor's Note

This issue of the Kansas Speech Journal marks a slight departure from the formats of the recent past. All articles in the issue center around the theme, "Secondary Speech Education." Most of the articles which follow were written by those who have taught high school speech and/or worked in training programs for speech teachers.

There is another change which might be obvious to you. The Journal is considerably smaller than in past years. Because of the rather high per page cost to the publishing institutions, an editorial decision was made this year that the editors of the three individual issues would limit the section containing the articles to twenty pages. In spite of that restriction, we have included in the following pages four statements which address a fairly wide range of speech education concerns.

In the first article, Virginia H. Higgins reports the results of a descriptive study which may well provide some guidance for those students now in training as secondary speech teachers who hope to maximize their employment prospects after completing their degrees. The next two articles address two specific content areas in high school speech courses. Mary M. Roberts calls for speech courses to help develop students into perceptive critics of rhetorical communication. James I. Costigan provides several guidelines for the teaching of Interpersonal Communication within the high school speech course. The final two articles deal with different aspects of extracurricular high school speech activities. Lynne Ross provides suggestions for the effective training of high school debate and forensics coaches. Finally, Martha Ann Atkins reports the results of a study which provides some evidence that participation in certain high school speech activities portends well for success with university level communications requirements.

I would like to express my thanks to the authors of the articles which follow and also to those who submitted articles which could not be included because of our current page restriction.

David A. Stern
Department of Speech Communication
Wichita State University
Wichita, Kansas 67208

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Informing the Jury

A young attorney working on his first case had been engaged by a farmer to prosecute a trucking company for losing a shipment of 24 of the farmer's pigs. He wanted to impress the jury with the magnitude of the injury. "Twenty-four pigs, twenty-four! Think of that! Twice the number in the jury box!"

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Notes from Our Officers

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The President

To all district chairpersons, may I express my appreciation for your coverage of the events in your district in the fall issue. All districts included reports in the fall issue.

It's never too late to include a new member into our family. Reach out and pass the word about our Association.

I hope our constitution will be included in this issue. It was one of my goals to get the original and the amendments and to consolidate them so the membership will understand the mechanics of the Association.

On the high school level, all coaches should understand that the KSHSAA has appointed a special ad hoc study committee whose purpose is to study the proliferation of activities, lengths of seasons, number of contests, etc. The plan is to have several meetings to discuss the pros and cons of various suggestions. Mr. Hartman has extended an invitation to our Association to present our views. The proper vehicle for our Association's response, it would seem to me, would be the Speech Advisory Committee to the KSHSAA. I want to alert the district chairpersons and especially all coaches of debate and forensics to consider their concerns about debate and forensics. What are the strengths and weaknesses of the present program? Are we satisfied with the number of contests and the length of seasons?

All coaches of debate and forensics should express their concerns either to a district chairperson or to the Speech Advisory Committee. I am asking all district chairpersons to forward the comments which they receive to members of the Speech Advisory Committee. This committee needs to know for whom they speak. It would enhance their position to be able to say that they speak for all of the high school debate-forensic coaches who are members of KSCA.

Here is an interesting test for our membership. I hope all will respond as I have requested. Perhaps I should also ask, "can't each member find a new member for our association? "

Mark your calendars now and remember to join us April 22-23, in Manhattan, for the 1977 Annual Convention.

Roger Brannan, President
Kansas Speech Communication Association
Manhattan High School
Manhattan, Kansas 66502

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The First Vice President

The winter meeting of the Association, although sparsely attended, was enthusiastically received by those participating. All in all, the meeting served to tune-up the members for the forthcoming spring meeting in Manhattan, April 22-23.

One of the most exciting programs for the spring meeting is being sponsored by the Association and the State Colleges and Universities in Kansas. This program will be an open undergraduate competitive program with an award of $30 for the paper judged to be the best in competition. Papers should deal with some topic in the speech communication fields. Length is limited to ten typed double-spaced pages. The papers will be judged anonymously by the department chairpersons of the six state colleges and universities. The name of the author and school should be listed on the title page. No other identification of the author or school should be in the pages following the title page. Two copies of each paper should be submitted to the First Vice-President no later than March 1, 1977. Authors chosen for the competitive paper program will be notified around the first of April and will be expected to present their papers at the spring meeting.

It is not too late to submit program ideas for the spring meeting. Please send your comments and ideas to:

Robert M. Smith, First Vice President
Kansas Speech Communication Association
Department of Speech Communication
Wichita State University
Wichita, Kansas 67208

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The Executive Secretary

Now that Christmas is over and the first semester of school has become history, it is time to turn our thoughts to the annual K.S.C.A. meeting to be held in Manhattan on April 22-23.

This year is really going to be an exciting one for K.S.C.A. in terms of membership. We have a substantial number of members who have renewed their membership. From this group, we will expect continued leadership and contributions.

This year we also have a great many new members. There are the people who have not yet had an opportunity to share ideas and experiences and to put their varied talents to work for the Association. We are looking forward to hearing from them.

I have already sent a short note to each of them, inviting them to contribute to the Journal and to join us at our meetings. I hope that they do not take this invitation lightly. Those who have been with the Association for several years will support the contention that we need and want ideas from each and every member, and especially from our newest members.

When each of you (both new and renewed members) make a financial committment to the Association, you also made a committment to professional growth through the sharing of your ideas and the voicing of your needs.

Our annual meeting at Manhattan is coming soon - April 22-23. If you have not already made plans to attend, do so now. If you need transportation or help concerning the meetings in any respect, contact your District Chairman. Though he or she is not in charge of transportation, your chairman may know of car pooling arrangements. Simply let your chairman know how he or she may be of help.

A lot of work is being put into plans for the April meeting.

Betty Kruppe, Executive Secretary
Kansas Speech Communication Association
Route 3
Fort Scott, Kansas 66701

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A Note from the Activities Association

Regional and State Speech and Drama Festivals

Keith E. Akins
Administrative Assistant
Kansas State High School Activities Association

As we approach the forensic season and look forward to the Regional and State Speech Drama Festivals, I would like to call attention to some items which often cause problems or raise questions from our teachers and coaches:

No student may enter more than two events at the Regional and State Festivals. This includes the one-act play. Thus, an individual who is a member of a one-act play cast (even a walk-on part) is limited to only one other event.

No substitutions are allowed at the State Speech Festival except in the area of one-act plays. Substitutes in the play are allowed so long as the number does not exceed 25% of the cast.

The maximum number of entries in each event is listed in the Speech and Drama Manual for both regional and state festivals. Even though a school may qualify five or six individuals in a given event through the contest method, that school must still abide by the limitation as specified in the Manual.

If a school qualifies more than two entries in an event using the contest method, then any of the qualifiers may be used at the state level.

Entry fees need not accompany the entry card. The important thing is to get the entries to the manager by the deadline date. Fees may be sent later.

Hopefully, these reminders will help answer questions and contribute to a smooth running festival program.

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Finding A Teaching Position--How Difficult Is It?

Virginia H. Higgins*

A theme one hears repeatedly today when groups of prospective teachers congregate concerns the question of how difficult it will be to find a job teaching speech, debate, or theatre once the senior college student begins the process of job application and interviewing. This question is a very real worry to students who plan to teach, and as the time for job application draws closer, the anxiety level of the students accelerates to such a degree that even the most optimistic of them begin to take these concerns seriously. The question is simply, are there jobs available for these prospective teachers, or are we preparing students for a vocation with extremely limited opportunities for entrance?

With this question in mind, the Department of Speech at Emporia Kansas State College conducted a survey in the Spring of 1976 of its BSE (speech education) graduates who received degrees during the period from Spring, 1970, through Summer, 1975. Although the survey addressed itself to many areas, we were primarily interested in trying to determine how difficult it is for our graduates to find teaching positions. A questionnaire was mailed to 124 of our BSE graduates for whom we had current addresses; 84 were returned, a rate of 68%. The following information represents selected results of the survey and helps to answer the question posed above.

1. HOW MANY BSE GRADUATES ACTUALLY TRIED TO FIND A TEACHING POSITION?

   Results indicate that 75% sought teaching positions their first year; another 5% sought teaching jobs at a later date, bringing the total to 80% of the BSE graduates who actually sought teaching jobs.

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*Virginia H. Higgins is an Assistant Professor of Speech, Emporia Kansas State College; she teaches the methods course for prospective speech teachers, and supervises student teachers for the Department of Speech.

2. HOW MANY BSE GRADUATES TRIED BUT WERE UNABLE TO FIND A TEACHING JOB?

   Results show that only five students tried but were unable to find employment as full-time teachers; this represents 7% of the number of students who tried to find a job teaching. It is of interest to note that while one of these five students had two teaching fields (a theatre emphasis in Speech and a second teaching field in English), the remaining four students had only one teaching field (a theatre emphasis in Speech).

3. HOW MANY TEACHING FIELDS DID OUR BSE GRADUATES HAVE WHO ACCEPTED TEACHING POSITIONS?

   Results show that 28% of our BSE graduates who accepted teaching positions had a single teaching field; 62% had two teaching fields; 10% had three or more teaching fields.

4. WHAT WERE THESE SECOND AND THIRD TEACHING FIELDS?

   English was by far the most common second field, as 71% of the second and third teaching fields were English. Social Sciences was a distant second, as 16% of the second and third fields were Social Sciences. Two persons had a second field in Psychology, and two persons had a second field in Physical Education. Other fields mentioned were Math and Driver's Education.

5. WHAT TYPES OF SCHOOLS HIRED OUR BSE GRADUATES?

   Results show that 6% of our BSE graduates were hired by junior high schools; 10% were hired by 1A schools; 21% were hired by 2A schools; 15% were hired by 3A schools; 15% were hired by 4A schools; 21% were hired by 5A schools; 8% were hired by colleges. Several students who were hired by private schools or by schools out of state do not figure in these computations.

6. WHAT WAS THE NATURE OF THE TEACHING JOBS AVAILABLE WHEN OUR GRADUATES WERE LOOKING FOR WORK?

   Majors report that 95% of the jobs they were aware of required them to teach some aspect of Speech in

combination with another subject, most often in combination with English; apparently only about 5% of the available jobs are speech-only positions. Even more lopsided is the fact that the majors report that 98% of the jobs available to them required them to perform some type of extra-curricular work associated with the field, such as coaching debate and/or forensics, or directing plays.

7. HOW MANY TEACHING FIELDS DO OUR GRADUATES RECOMMEND THAT OUR CURRENT MAJORS SHOULD ATTAIN?

   Our graduates are nearly unanimous in recommending that current BSE majors should attain at least two teaching fields; 91% of our graduates say that two fields are either essential, or at least make an applicant's chances for finding a job much greater.

8. WHAT OTHER TEACHING FIELDS SHOULD OUR CURRENT MAJORS PICK UP?

   Our graduates recommend picking up English or a combination of English and Journalism a total of 51 times; Social Sciences was mentioned 16 times; Psychology was mentioned 3 times; Art, Physical Education, and Foreign Language were each mentioned 2 times; other fields mentioned once were: Reading Improvement, Elementary Education, Industrial Art, Business, and Home Economics. Seven graduates said the actual choice of a second field did not matter much, just as long as the prospective teacher had something as a second field.

9. DO OUR BSE GRADUATES RECOMMEND THAT PROSPECTIVE SPEECH TEACHERS BE PREPARED BROADLY WITHIN THE FIELD OF SPEECH TO "DO IT ALL," OR SPECIALIZE WITHIN A SPECIFIC AREA OF SPEECH?

   Graduates recommend that prospective teachers prepare to "do it all" by a margin of 88% to 12%. (Several of the graduates who recommended that majors specialize were persons who had gone on into college teaching, thus it is likely that the actual margin with respect to junior high or high school teaching is even greater than the statistics indicate.)

10. IS IT IMPORTANT TO TODAY'S SPEECH TEACHER TO EARN A MASTER'S DEGREE IN SPEECH?

Of the students who responded to this question, 74% said it was important to earn the Master's; 23% said it was not important; 3% said the degree itself was unimportant, but that it was important to continue to take additional work. Reasons given for continuing to take additional work and/or earning the Master's were professional improvement and earning more salary. Reasons given for not attaining the Master's were that the typical high school curriculum doesn't require advanced knowledge and that they did not expect the degree to help them in their actual classroom teaching. Earning a Master's was said both to help and to hinder the graduate in seeking a job; some said the Master's helped to narrow the competition and that some schools were requiring it; others said that because of the higher salary the Master's commands, the school system preferred to hire persons holding the Bachelor's.

Conclusions

Does this sampling of BSE graduates give a representative picture of the current job market for first-year teachers? Several factors are involved in this answer. Although Emporia has long been known as a leading teacher-training institution within Kansas, and while this image may persist in the minds of school administrators and hiring personnel, there is no evidence to indicate that school systems view EKSC graduates with teaching degrees any differently (either as better or worse) than they view education graduates of other institutions. Also, the results presented cover a five-year period ending with the seniors who graduated in August, 1975; they thus represent students who sought jobs as late as last school year, 1975-76; they do not include graduates who may have sought their first jobs beginning with the spring semester last January or those who were eligible for jobs beginning in the fall, 1976. We did not separate the statistical analysis to a year-by-year breakdown, but a cursory glance at the questionnaires does not reveal any important differences in availability of jobs on a year-by-year basis. We asked the graduates to respond on the basis of their knowledge of the "current" job market, hence it can be reasonably hoped that their answers did consider the status of available jobs at that time (spring, 1976).

Generally it can be concluded that these results can be taken as representative of the current job market. I am

unaware of studies of a similar nature which have been recently completed by other Kansas institutions; should such surveys be completed, I would not expect their results to differ significantly from this one.

The results themselves present a fairly clear picture of the current job market in speech. The question which this paper addressed at the beginning was, how difficult is it for a prosepctive speech teacher to find a job? The answer is, jobs are available (93% of those who try do find jobs). It appears that having two teaching fields enhances the applicants' chances of finding employment. First-year teachers should prepare through their undergraduate curricular and co-curricular experiences to teach many aspects of speech (public speaking, drama, debate, forensics, interpersonal, etc.); from comments which graduates appended to their questionnaires, there appears to be in some schools a retrenching to the "basics" with the suggestion that mini-courses in highly specialized areas may be less common now than they were just a few years ago. It is clear from the responses that it is not advisable to be a "specialist" (e.g., the only thing one is prepared to do is teach acting and directing) and hope to have an easy time securing employment at the junior or senior high level. In addition, it appears that graduates are being employed in the larger secondary schools despite the rumors one often hears that these jobs only go to experienced teachers or those with Master's degrees; 36% of our graduates found employment in 4A and 5A schools.

In sum, the results themselves are encouraging. The employment prospects for first-year speech teachers remain bright as long as students understand that they need two teaching fields, need to prepare broadly within the field of speech, and that they may have to make many applications and have several interviews before they are offered a job as a full-time teacher.

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An Average Fallacy

If a man stands with his right foot on a hot stove and his left foot in a freezer, some statisticians would assert that on the average he is comfortable.

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Calling a Good Thing Good

The High School Student as Speech Critic

Mary M. Roberts*

Goethe declared that it takes little skill to call a bad thing bad, but it requires genuine insight and even courage to recognize and assert publicly that a good thing is good. Speech contest ratings in individual events illustrate the ease we experience in identifying inferior work, for judges commonly agree in their designation of the weakest speaker in a particular event. Similarly, popular reaction to the second debate between Presidential candidates Jimmy Carter and Gerald Ford confirmed again that people exercise caution before publicly declaring a performance "good." Only a small majority of the persons interviewed immediately after the second Carter-Ford encounter selected Carter as the better debater of the evening. On the other hand, polls taken the following day and subsequently showed many more persons designating him as the winner after they had heard him repeatedly judged to be superior. The impulse to agree with others in ascribing worth to something is a powerful American tendency; it is one which the student is encouraged to overcome when learning to function as a speech communication critic.

Another challenge inherent in the critic's role is to surmount the limitations of one's experience. A relevant folk saying notes, "He who has never seen a swan may call a crow beautiful." A student who has listened closely to no speeches but those of participants in speech contests has not heard many outstanding presentations. Furthermore, he may judge their quality on an irrelevant basis: whether or not the speaker emerges as the winner. Since the same speech may be successful in one competition but not in another, he may decide that there are no generally-accepted standards of excellence, and that every judge is a complete law unto himself. A student may therefore prepare each contest speech with no other guide but the apparent idiosyncratic preferences of the judge of the particular event.

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* Dr. Roberts is Professor of Speech and Director of graduate Studies in Speech and Theatre at Kansas State College of Pittsburg. She is past Editor-in-Chief of The Speech Teacher.

Since the major justification for speech contests is to encourage development of skills applicable to the student's lifelong communication situations, such a procedure is clearly insufficient. The contest speaker should be formulating conceptions of what constitutes good general speech communication as he speaks and listens: what predictable variables he should expect to assess in each situation, what means he may select from to adapt to those variables, and what degree of adaptation is desirable. He should be developing awareness of his responsibilities to be interesting, logical, and ethical in presenting his ideas.

Through directed experience in the classroom, the speech communication student who does not participate in co-curricular contests should be acquiring a comparable appreciation of criteria for judging speech communication achievement. How else can he knowingly increase his own competencies? How else can he function as a citizen who makes sensible choices among conflicting appeals? Building sound standards of judgment in the student and increasing his ability to apply them judiciously both to himself and others is thus a major responsibility of the speech communication teacher. The goals may be partially achieved as students' presentations are critiqued in the classroom, speeches of the past are read and analyzed, and current public speeches are evaluated.

A useful assignment to develop students' critical skill further is the writing of a paper or participation in a panel which appraises the quality of a public speech in a non-classroom, non-contest situation. The student evaluator thus assumes the role of a critic responsible for the selection and thoughtful application of the criteria most applicable to the particular speech. He faces the duty of addressing the right critical question: not, "Did the speaker happen to please me as an individual?" but "To what degree did he or she make suitable choices for this audience (in view of all that could be learned about them ahead of time and through feedback) which would be recognized as appropriate choices by most informed critics in the field? In the process of developing the answer to this question, he should note the special factors of the occasion and audience which should have merited the speaker's adaptive attention. He should determine the extent to which the speaker seemed to identify these factors as crucial, how appropriately he chose the means to adapt to each, and how skillful he was in executing his choices. He should consider both the wisdom of the speaker's strategical conceptions and his proficiency in executing them.

The student critic must learn to observe perceptively, record accurately, and interpret sensitively. He must come to distinguish between ostensible and real purpose, recognizing that few public figures take the time to give speeches which are devoid of some persuasive intent. He must separate assertation from support, noting the validity of assumptions and evaluating the relevance and adaptive contribution of the supporting materials. He must test the credibility of sources and the cogency of their reasoning; he must assess also the quality of the inferences which the speaker draws from his evidence.

The novice critic must recognize and acknowledge his biases. One vital step is becoming aware that objectivity is not achieved through mere citation of an equal number of strong and weak attributes of the speaker. The goal in criticism is evaluative synthesis achieved through appraisal of the contribution of each aspect of the speaker's strategy to his overall accomplishment or lack of it. No fact should be viewed as an end in itself; each should be assessed in relation to the whole.

The perceptive critic will learn to be cautious about interpreting apparent audience response. He will appreciate, for example, that there are many kinds of laughter, and that some indicate neither delight nor approval; similarly, that there are many kinds of applause. Thus he will become more sophisticated in causal reasoning, more likely to avoid non-sequiturs. Instead of noting simply whether or not the audience seemed to receive the speaker favorably, he will concentrate on developing a judgment concerning the degree to which the person <u>deserved</u> to be effective with his specific listeners.

The student who participates in this kind of critical experience, under the guidance of a capable teacher, should find it a profitable endeavor. He should sharpen his ability to discriminate between speakers' attributes which are worth emulating in his own speech communication situations, and those which are not. Further, he should develop the insight to select, from all the ideas that various speakers present to him in their persuasive attempts, those which offer a worthy basis for productive thinking and action.

Interpersonal Communication in the High School Classroom

James I. Costigan*

The purpose of this article is to encourage the teaching of interpersonal communication in the high school classroom and to comment on the goals and methods appropriate to secondary level interpersonal instruction. Training in interpersonal communication at the high school level does involve certain special problems, and those will also be touched on in this paper.

Let us begin with some of the problems. The high school speech program is faced with a special challenge in that the basic speech course is the only oral communication some students will receive if they plan to terminate their formal training after high school. Also, for the college bound student, the course needs to provide the basics for the kinds of communication course they will be taking to fulfill their college communication requirements. In addition, in many schools the course is only one semester, so the teacher is faced with the knotty problem of a large amount of potentially valuable material to cover and a relatively short time in which to cover it. For the student who goes into advance speech or becomes involved in the forensic, debate, or drama programs, the problems are not as great. But for the typical student in the beginning speech course, whether headed for college or not, these issues do take on importance.

With these issues in mind, it is now possible to comment on the goals of the speech course at the high school level. The goals of high school speech training should be to introduce the student to as many facets of man as a communicator as possible, with special emphasis on the acquistion of varied communicative skills. This would involve, of necessity, some exposure to public speaking, group communication, interpersonal communication, and expressive or artistic communication (such as interpretation and drama). Interpersonal

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* Dr. Costigan is chairperson of the Department of Speech at Fort Hays Kansas State College. He is co-author with J. Dan Rothwell of Interpersonal Communication: Influences and Alternatives, (Columbus, Ohio: Charles E. Merrill, 1975).

training in the course is of great importance, for the typical high school graduate will spend most of his communication time in interpersonal situations.

Admittedly this is a big task and the teacher is faced with some thorny problems regarding how much emphasis to give each area. With this in mind, I would like to set forth some guidelines for the inclusion of interpersonal communication training in the high school classroom.

1. Interpersonal training should not be over-emphasized at the expense of other communication skills. In spite of the importance of interpersonal skills, the high school student needs a variety of communication experiences. Often interpersonal training is intrinsically more appealing because of the nature of the subject and may cause the development of other needed skills to be neglected.

2. The interpersonal training should expose the students to the variables affecting their face to face communication and should focus on how to apply the knowledge gained to the communication situations they encounter. A few of the variables that might be covered are: process views of communication, self-concept, listening, nonverbal communication, language, and communication barriers.

3. The classroom materials and activities should reflect a serious consideration of the maturity level of the students. The high school senior may benefit from certain materials and issues that will do nothing for the high school sophomore.

4. The interpersonal unit should be basically experimental in nature and should be designed specifically for the interest and abilities of the students. With each experience, heavy stress needs to be placed on <u>processing the experience</u> to allow the student to pull some personal learnings from class activities. The ability to process experience will be an important skill for the students in their adult life.

5. The interpersonal materials dealt with should not be too heavy psychologically. The real function of an interpersonal unit is to expose the student to the variables that influence the communication in their interpersonal relationships, not to provide therapy or counseling.

In concluding this article I realize that there are many issues untouched. Issues such as modular scheduling, advanced speech courses, and preconceived administrative notions about what should be included in a speech course. However, my personal conviction remains that interpersonal communication training should be included in the secondary school speech curriculum, that such training is necessary and valuable, and that such training will better equip the high school student to understand and cope with the broad range of communication situations he will encounter after graduation.

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From a Masculine Point of View

A businessman is aggressive; a businesswoman is pushy.

He's firm; she's stubborn.

He is careful about details; she's picky.

He loses his temper because he's so involved in his job; she's bitchy.

He follows through; she doesn't know when to quit.

He makes wise judgments; she reveals her prejudices.

He is a man of the world; she's been around.

He isn't afraid to say what he thinks; she's opinionated.

He exercises authority; she's tyrannical.

He's discreet; she's secretive.

He's a stern taskmaster; she's difficult to work for.

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Suggested Prerequisites for the High School Speech and Debate Coach

Lynne S. Ross*

The Kansas high school speech teacher often commits himself to much more than does the average classroom instructor. In addition to a full teaching load, the speech teacher will very likely be the debate and forensic coach for interscholastic competition, a responsibility for which very few beginning teachers have had any formal training. Depending upon the school system, those coaching responsibilities could involve several students and a budget of thousands of dollars. It is often erroneously assumed by school administrators that one is prepared to coach if he majored in speech or took the few hours required by the state to become certified to teach public speaking. There are several high school coaches who meet these minimum requirements who are sincere, dedicated individuals, who work diligently at their coaching responsibilities. Through trial and error they may have developed a strong competitive speech program, but the policy of permitting beginning teachers to complete their teacher training without attention to inevitable coaching responsibilities is a poor educational procedure.

Formal coursework is the most obvious area that should be examined in terms of teacher requirements. To satisfy Kansas certification requirements, fifteen semester hours are needed, "in such courses as public speaking, discussion and debate, theatre, and oral interpretation." The most obvious drawback to these general requirements is that only fifteen hours, out of the total 120 required for graduation, certify a teacher of speech. As a result, the English teacher, particularly in the smaller school system, who happens to have fifteen hours in speech is frequently drafted to teach speech and coach the interscholastic speech events. The other weakness in the certification requirements is that since no specific courses are required, teachers can be certified to teach speech having acquired absolutely no background in argumentation or debate.

In addition to formal coursework, practical experience is necessary to complete the training for a speech coach. However,

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*Ms. Ross is Instructor in Speech and Assistant Debate Coach at Kansas State University. She currently teaches a course for the preparation of high school debate coaches.

practical coaching experiences are generally too limited and too few for the student preparing to teach speech. The most obvious suggestion for the student is that he take advantage of every opportunity to participate in high school and collegiate speech competition. Actual contest speaking is an invaluable experience for one who has to coach such activities. Another worthwhile experience would be to participate in the management of a debate tournament or speech festival. Tournament management should be available to the student teacher during his practicum and college educators who host tournaments should make an effort for management opportunities to be available to the speech education major. Judging at high school tournaments and festivals is not only useful to the student for gaining practical experience at evaluation, but also is a service that most high schools greatly appreciate. Without these practical experiences, courses in argumentation and debate or even courses designed for coaching speech activities will not be as useful to the teacher in training.

The student teaching semester is often the only practical experience the beginning teacher has had, and it is restrictive in nature. First of all, it is restricted by the Kansas Activities Association and, secondly, by many cooperating high school teachers. Because the Kansas High School Activities Association has approved debate activities only during the fall semester and speech and drama activities only during the spring semester, the student teacher will work with one area or the other during the practicum, but not both. In light of this limitation, attending the clinics sponsored by the Activities Association at the beginning of each semester could be a valuable experience for the teacher-in-training. Familiarity with the Kansas Activities Association rules and regulations is imperative and participation in the debate clinic held in September and the speech and drama clinic held in January of each year would be very informative for the student teacher. Attendance at the clinic for the activity that is not available during a student's teaching semester would be more critical as a supplement to coaching preparation.

Because many cooperating high school teachers do not provide coaching opportunities along with classroom teaching experience, the student teaching semester can be even more restrictive. Too often the cooperating teacher leaves the student teacher as a substitute in the classroom while he travels with students to compete in tournaments. While that practice may be convenient, traveling with the students to one or more of the tournaments would be most enlightening for the student teacher. Becoming involved in the preparation for those tournaments, even to the extent of having direct responsibility for specific individuals, would aid in a better understanding of the amount of time and energy required, as

well as the satisfaction involved in a coaching position. The time and energy involved in coaching should not be overlooked by the uninitiated. That commitment is one that can overwhelm the novice coach who is unaccustomed to the demands or unaware of the satisfactions of working with a competitive speech program. Therefore, actual coaching experience during the student teaching semester is one of the most worthwhile experiences for the student teacher.

The solutions to the problems of the unprepared high school speech coach rest with all who are involved in teacher preparation. First of all, I strongly recommend that the Kansas State Board of Education review their fifteen hour minimum certification requirement and that a debate and argumentation course be specified within that requirement. Secondly, the university speech education programs need to encourage students to participate in competitive speech events, provide tournament management opportunities, and accept invitations from high schools to provide judges for speech and debate tournaments. University and college speech departments should be encouraged to offer specific courses in coaching speech activities to supplement the basic theory courses in debate and oral interpretation. Thirdly, the student teaching semester needs to offer more consistent opportunities for the trainee. Specifically, coaching responsibilities need to be available that require the student teacher to travel on speech trips and be responsible for participants' preparation and performances. Lastly, the student who is planning a career as a speech teacher needs to take a more active role in his teaching preparation. Making an effort to become involved in extracurricular speech activities is not only rewarding, but invaluable to the future speech teacher. Attending clinics sponsored by the Kansas Activities Association and becoming familiar with those rules and regulations are things the student can do for himself.

If Kansas is to continue to have an excellent high school competitive speech program we, as speech educators, need to train the speech coach as will as the speech teacher.

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Help for Farmer

"Well," said the candidate, "how did you like my speech on the agricultural problem?"

"It wasn't too bad," replied the farmer, "but a good day's rain would do a lot more good."

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High School Speech Activities

Their Relationship to University Speech Requirements

Martha Ann Atkins*

A motivational phrase heard frequently by students in high school classrooms goes something like this: "You need to acquire proficiency in this subject (fill in the name of the class) in order to be successful in college." Having the benefit of college experience, teachers who use this phrase know, intuitively at least, that what they are saying is true. Students, on the other hand, are generally skeptical of such statements. They are no doubt skeptical of similar statements about the merits of certain out-of-class activities and programs as well. However, some new information is now available to speech and drama teachers which may prove useful in convincing students that their active participation in certain high school extra-curricular speech activities may be beneficial to them in college.

At Kansas State University, certain university requirements, typically fulfilled through a particular course or courses, may be waived, and credit awarded, in view of successful student performance in examination situations. This general credit-by-examination policy includes the university requirement for one course in speech. The Department of Speech has developed a test which includes evaluation of written organizational skills and a controlled speaking situation, and which is based on the belief that many students arriving at the university already possess sufficient skills in oral communication to justify a waiver of the full course requirement. Members of the department feel that the overall development of these students is best served by providing the earliest possible opportunity for them to demonstrate their abilities. The test therefore encourages the demonstration of certain communication behaviors which are usually associated with effective, literate, purposeful, and creative communication.

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*Ms. Atkins is Director of the Basic Speech Course at Kansas State University and author of Oral Communications I Quiz Out Manual (Dubuque, Iowa: Kendall Hunt, 1975). She has taught high school in New York and California as well as Kansas.

TABLE I

OVERALL DISTRIBUTION OF STUDENT PERFORMANCE

Grade		
A	105	11%
B	270	29
C	153	16
No Credit	419	44
	N=942	100%

During the 1975-76 academic year, the percentage of students passing the test was 56%, and Table I provides an overall distribution of student performances during this period. With this data concerning incoming students' communication skills available to us on an ongoing basis, a study was undertaken to investigate the relationship between performance on this test of basic communication skills and students' previous participation in such activities as curricular and extracurricular speech programs in high school and positions of leadership and responsibility in other activities.

Procedures

It might be well to describe the university's speech test-out procedure in some detail, not only for better understanding of the study's results, but for the benefit of those high school students who may be facing the examination in the relatively near future. The speech "quiz out" is given on weekday evenings and on Saturdays during the first three weeks of each semester. The actual procedure requires a four-hour block of time. Each participating student randomly draws three numbers which correspond with packets of materials prepared by the speech department. Each packet of unorganized information covers a general subject area indicated by the title. After selecting one packet, the student is allowed two hours of supervised preparation time to read, classify, and organize the materials in the packet, and then combine this with his or her own ideas and experience into a written sentence outline. If the outline is approved by the preparation room supervisor, the student then may use one three-by-five note card in the delivery of the seven to ten minute extemporaneous speech. The remaining third hour of preparation time is used for oral practice. The videotaped speech is evaluated by two faculty members using a standardized form developed by the department. A student who successfully completes the quiz out receives a letter grade of A, B, or C and credit for three semester hours of speech.

Data for the study were gathered through a survey questionnaire. At the time of enrollment in the quiz out, students were asked to participate in the study, and a questionnaire concerning the students' past high school activities was included in the quiz out manual which was designated for student use. The conclusions cited here are based on 947 responses provided by students enrolled in the quiz out for either the fall 1975 or

TABLE II

DISTRIBUTION OF STUDENT PERFORMANCE ACCORDING TO

PARTICIPATION IN SELECTED STUDENT EXPERIENCES

Student Activity	Grade A	B	C	No Credit
Oratory N=84	33%	31%	13%	23%
Extemporaneous Speaking N=113	28	32	12	28
Debate N=171	23	39	16	22
Boys/Girls State N=132	20	33	15	32
Dramatic Reading N=114	17	39	11	33
Duet Acting N=144	17	31	16	36
Informative Speaking N=221	14	31	16	38
Prose Reading N=103	14	32	17	38
Club President N=257	12	33	15	40
Class President N=117	11	24	21	44
Student Council N=323	11	32	18	40
Acting N=349	10	30	16	44
Athletic Captain N=198	5	27	25	44

spring 1976 semesters. Students were identified by their names and ages, and their quiz out grades were then correlated with this information. The relationship of students' activities to the grade distribution was analyzed through a chi-square test.

Results

A number of the variables under study were closely associated with student performance as measured by the grade received. As indicated in Table II, those who had engaged in oratory, extemporaneous speaking, and debate were most likely to demonstrate communication skills on the examination. These three sub-groups (which were not necessarily mutually exclusive) showed a higher rate of A's and B's and a lower rate of failure to achieve examination credit than any other groups, with results of the Chi-square tests significant at the .05 level of confidence. Those students having engaged in other forensic activities, specifically Dramatic Reading, Duet Acting, and Informative Speaking, showed a relatively high degree of success on the exam, though at a lower rate than those who participated in the three above-mentioned events. Those participating in Acting experienced the lowest success rate among the speech and drama activities. The only non-forensic event which predicted a relatively high degree of success on the exam was participation in Boy's/Girl's State.

Discussion

The above results should provide high school speech and drama teachers with a good idea of the particular activities which will best prepare students for a successful performance in a university speech testing situation. The results should be fairly easy to interpret. The KSU speech examination is designed to measure basic organizational skills in addition to other rhetorical skills mentioned above. The three high school forensic events which best prepared students for success in such an examination were those usually associated with the process of making assertions and effectively using evidence to support the claims. Oratory (persuasive speaking) and debate, by definition invlove the supporting of policy and belief propositions; extemporaneous speaking events, more often than not, utilize persuasive belief assertions as the topics from which students must select their speeches. Informative speaking failed to relate as closely as these others with examination success. It is entirely possible that the non-persuasive nature of that event and the lack of necessity to follow a strict assertion/support organizational pattern has

resulted in a less stringent dependence on basic organizational skills by informative speakers. Perhaps we would be well advised to re-establish organization as one of the major criteria for achievement in Informative Speaking as well as in the traditional persuasive events.

The purpose of sharing these findings is to encourage student participation in curricular and extracurricular speech activities but not simply because of the background it will provide them for some specific college work. Rather, the point is twofold: (1) to provide some empirical support for teachers whose students simply do not believe the argument that, "it will help you do better in college," and (2) to provide some encouragement for teachers wishing their students would participate more actively in speech programs simply for their own enrichment and further skills development. For if the quiz out is a fair test of those behaviors associated with effective, literate, purposeful, and creative communication; and if students enjoying particular high school speech experiences tend to do very well on the test, it stands to reason that students participating in these activities will be more effective and creative communicators in later life whether or not they are college bound. Thus, while the evidence is in that curricular and extracurricular speech programs do help the student in a college situation, the argument can be made as well that such participation will encourage better communication in all situations.

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From N. F. L. to NBC

At 15, Jane Pauley of NBC's Today show became involved with the N. F. L. (The National Forensic League, the debating, not the sports, organization.) She spoke extemporaneously for her team, wrote speeches on current events and began her love affair with politics and people in the public eye.

Jane graduated from Indiana University in 1972 with a degree in political science. She soon joined WISH-TV in Indianapolis as a reporter. Now, in a few short years, she's come a long way - - both geographically and financially: NBC refuses to comment, but reports say Jane is earning from $70,000 to $100,000 a year.

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News and Notes

District One

Mrs. Diana Prentice, District Chairman
Kansas Speech Communication Association
Topeka High School
Topeka, Kansas 66612

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Marilyn Maye presented a benefit concert at Shawnee Mission West on October 29. Proceeds from the concert will be used to defray expenses for the musical, "My Fair Lady," which will be presented in March.

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Shawnee Mission East hosted the East Kansas NFL District Debate Tournament on December 17-18. Washburn University will host the NFL District Forensics Tournament on March 25. Elaine Prostak, Washburn debate coach, will assist the NFL Committee and the Topeka forensics coaches in making arrangements and securing judges.

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Baldwin High School's drama department presented "Guys and Dolls" in November. Baldwin's annual debate tournament was held on November 6; Topeka West placed first.

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Shawnee Mission East will host their forensic tournament on February 5. A one-act play festival will be held during school hours on February 4 to enable English classes to view the plays.

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A memorial fund has been formed at Topeka High School in honor of J. Matt Hill, Topeka High School debate coach from 1950 to 1962. Regional and State trophies won by Mr. Hill's teams and yearbooks which featured major accomplishments of his career were displayed during the THS Debate Tournament held on November 19-20. The J. Matt Hill Sweepstakes trophy was won by Shawnee Mission North. Individual team honors went to Paola High School.

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Additional news from District One on page 37.

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District Two

Mr. Sam Rawdon, District Chairman
Kansas Speech Communication Association
Coffeyville Community Junior College
Coffeyville, Kansas 67337

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Twenty-five seniors at Neodesha High School presented "The Beverly Hillbillies" for their annual senior play.

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The results of the debate season at Fort Scott High School have included the winning of seven sweepstake awards. Parsons, Cherokee, Cherryvale, Coffeyville, Lawrence, Olathe, and Paola. Individual team first place awards were won at Olathe, Cherokee, Parsons, and Coffeyville. The drama department at Fort Scott has presented two children's plays: "Kappa Kappa" and "Rumplestiltskin."

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Chanute High School held its annual debate tournament on December 11 with 42 teams from 12 schools being represented. Chanute High School has taken first place at Spring Hill High School, second place at Manhattan High School, and Sweepstakes at Pittsburg High School.

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First semester drama productions at Fredonia High School have included "The Wizard of Oz" and "Murder for a Bride." Fredonia High School has also presented the musical "Little Mary Sunshine" and the play "Merry Christmas Little Mice." Mrs. Goforth announced plans to present "Winnie the Pooh" and "Jabberwocki" during the second semester.

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An all-school variety show is planned in late January by Columbus High School. The drama department is planning to present "Lil' Abner" in April and to sponsor a forensics tournament in early March.

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The Pittsburg High School debate squad closed its tournament season at Olathe and Fredonia. The squad won the Sweepstakes at Baxter Springs, Fort Scott and Chanute. The Drama Department has presented the play "Charlie Brown's Christmas."

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Bob Dukes of Sedan High School announced the production of "Desperate Ambrose" as the school's fall play. His students are planning for next spring's forensic season.

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Coffeyville Community Junior College held its annual debate tournament on November 19-20. This year 112 teams from Oklahoma, Missouri, and Kansas participated. El Dorado won Sweepstakes and first in the Championship Division. In the Open Division, Hutchinson won the finals.

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Coffeyville Junior College debaters are planning to attend second semester tournaments in Salt Lake City, Denver, and Washington, D. C.

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Eureka High School will present "The Courtship of Eddie's Father" on February 18-19 and "Dirty Work at the Crossroads" on April 29.

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Erie High School presented the play "Aladdian and the Wonderful Lamp" as its major production for the first semester.

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District Three

Mr. Terry Stephens, District Chairman
Kansas Speech Communication Association
Abilene High School
Abilene, Kansas 67400

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Marymount College has a full theatre schedule. Its first production was "Playboy of the Western World." Upcoming productions include:

February 4, 5, 6, 11, 14	Studio Performances of One-Acts
March 3-6	"Peter Pan"
April 21-24	"Miracle Worker"
May 4, 5, 6	"Ceremonies in Dark Old Men" (A black comedy)

The Director of the Theatre Department is Dennis Denning. Judy Wallace is the new Technical Director.

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Ron Mapes, Director of Theatre at Salina Central High School, recently directed "The Land of Oz," which was his adaption of the classic, "The Wizard of Oz."

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The melodrama entitled "Dirty Work at the Crossroads" was the choice of Debbie Wall, the new Director of Theatre and Debate at Lindsborg High School, for Lindsborg's fall production.

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Manhattan High School debaters won first place at the Great Bend Tournament, December 3 and 4, and also placed first at the Abilene meet. Sweepstakes winner at the Junction City Tournament was Salina Sacred Heart High School.

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District Four

Mrs. Gertrude Railsback, District Chairman
Kansas Speech Communication Association
Decatur Community High School
Oberlin, Kansas 67749

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District Four has two new Kansas Communication Speech Association members: Dorothy Mueller of Oakley and Kathy Simons of Goodland.

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Ann Schmidt, a beginning instructor at WaKeeney, and her debaters hosted a novice debate tournament on December 18.

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Hoxie debaters, coached by Benny Rosell, are coming through with big winnings in northwest Kansas. They have trophies at almost every tournament they have attended and have frequently taken home the sweepstake prize.

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Even with efforts to centralize regional meets, some northwest Kansas schools found themselves with trips to regional meets on the plus side of 150 miles one way.

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Because of insufficient registration Goodland had to cancel its debate tournament scheduled for December 11.

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With speech clinics scheduled for the week immediately following the state debate tournament, many have signed their names on the dotted line for demonstration numbers at various clinics.

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District Five

Mr. H. Gene Specht, District Chairman
Kansas Speech Communication Association
Great Bend Senior High School
Great Bend, Kansas 67530

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(No report for this issue of the Journal)

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District Six

Mrs. Myrel Carr, District Chairman
Kansas Speech Communication Association
Chaparral High School
Anthony, Kansas 67003 Harper, Kansas 67058

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Friends University will have a touring group again this year, consisting of four women and one man. They will have four new shows, plus new and old selections from Spoon River. They will also present a religious show, which is a light-hearted play with an excellent and serious message.

As numerous high schools have asked them for suggestions for presentations at speech tournaments, they have worked up a dozen short scenes that would be appropriate.

Last year's tour covered seven states, with presentations at more than 60 high schools and 30 churches.

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Dorothy Rucker, Peabody High School, reports that her forensic class is busy preparing for the upcoming season and would appreciate the opportunity to attend festivals or tournaments that any of the area schools might be hosting.

"You're A Good Man, Charlie Brown" has been selected for the school musical with the tentative date February 7, 1977. The Junior Class presented the play "Double in Diamonds," on December 3.

During the first nine weeks the film classes created individual animations and group movies from scripts written, produced and filmed by the students. Several local businesses were the settings for some of the movies which generated considerable community interest.

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Chaparral Drama I Class performed "The Diary of Anne Frank" for all the student body during the afternoon of Jan. 10.

The Advanced Drama Class enjoyed presenting three one-acts from the "All in the Family" series in November.

The Chaparral NFL chapter will be hosting its annual forensic tourney on February 12.

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Tips for Teachers

from the

Members of the Kansas Speech Communication Association

(Contributions to this section of the Journal should be sent to Editor-in-Chief, Kansas Speech Journal, Kansas State College of Pittsburg, Pittsburg, Kansas 66762.)

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An Individualized Unit for Group Discussion

Can group discussion be learned through individualized instruction? A unit in group problem solving is offered in this manner in the Girard Skills Center. This unit can also be used with a large or small group. After completion of the unit, the student should be able to construct a discussion question and a discussion outline. He should be able to describe the tasks and qualities of a good group leader and of a good participant. He should be able to distinguish between good and poor discussion techniques. The student demonstrates his knowledge in a group discussion and by scoring 85% or above on the unit test.

Students are first given a pretest which requires them to complete an objective test and to demonstrate their ability to use good discussion techniques by participating in a group discussion which is evaluated by an instructor using a point-system evaluation. If the student passes this pre-test with a score of 85% or above, he by-passes this unit. A student receiving a score below this percentage receives information through a hand-out and a cassette tape. He completes six assignment sheets, and is then given a post-test similar to the pre-test.

The outstanding advantage of individualized instruction is that students may learn at their own pace: Talented students are not held up by slower learners, and slower learners are allowed to master a skill or concept instead of being forced to move on with the rest of the class with the skill only partially mastered.

Laura M. Meeks
Girard High School
Girard, Kansas 66743

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A Royalty Contest That Is Different

As you no doubt know, most high schools (particularly small ones) go all out for a football homecoming. Our school is no exception. But all of our students are not really involved. The Homecoming Queen candidates must be seniors and the Homecoming King candidates must be senior football players. A lot of students (particularly the boys) do not get involved. This year my students and I decided we would have another type of fall celebration. We chose the Halloween season and had our own Pumpkin Royalty. To be sure it was rather tongue in cheek, but we had a wonderful time.

Each class selected its own King and Queen candidate, and also a Prince and Princess candidate. We used our video tape machine to interview each of the candidates so that all the classes could see the candidates. The week before the popular vote we had the Royal Pumpkin Contest. Any student who wished to do so could make a pumpkin from orange construction paper to decorate my classroom windows. Finally, the big day arrived and we voted for the King, Queen, Prince and Princess. We had judges for the Royal Pumpkin contest and awarded first, second and third place prizes for the best pumpkins. Since the room was decorated, we had a "royalty dance" one day during the lunch hour to honor the students selected as the Royalty.

Granted, this sounds a bit childish for students in senior high school, but all of us took it with the proverbial grain of salt and had a delightful time. And it gave us all a little something to laugh at. Oh, I nearly forgot. We had floats (one from each class) and a parade. The only catch was that the floats could be no larger than a shoe box, and they were pulled through the halls during the lunch hour. Our principal and faculty went along with the whole scheme, and one of our local newspapers came to the school, took pictures and ran a feature story on our "Pumpkin Royalty."

Tommy Peacock
Eureka High School
Eureka, Kansas 66762

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Critical Comments

on

Resource Material of Interest to Teachers of Speech

(Contributions to this section of the Journal should be sent to the Editor-in-Chief, Kansas Speech Journal, Kansas State College of Pittsburg, Pittsburg, Kansas 66762.)

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On the Oral Reading of the Scriptures

Billie Dee Stone*

Addressing her book Oral Reading of the Scriptures (Boston: Houghton Mifflin Company, 1974) to those who wish to share their pleasurable acquaintance of the Bible with others, Charlotte Lee has provided a handbook in oral interpretation for those who may be unfamiliar with the art. She describes the nature of all literature, the principle of empathy, and the techniques of body and voice control essential to the interpreter.

The insights which Miss Lee offers in regard to the unique aspects of Biblical literature prepare the motivated reader for more effective scriptural interpretation. She attributes the Bible's literary uniqueness partially to its mixture of narrative and poetic styles, the immediacy of its reportorial passages, and the acceptance by Biblical writers of the reality of stereotyped, single-faceted Biblical characters (i.e., a king was a king).

The author also emphasizes the necessity for comprehension of Biblical meanings. The reader should strive to understand not only the words but also the context of time and place in which the words were spoken or written. The relationship of the specific passages to the larger text must also be understood to insure clarity.

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*Mrs. Stone is a graduate student at Kansas State College of Pittsburg.

An example of the author's attention to detail occurs in her discussion of syntax. Since syntax often presents problems for the interpreter, she provides valuable information concerning the analysis of Biblical sentence structure. Thus she helps the reader learn how to determine the primary ideas within the passages.

Throughout the book, the reader is reminded that the Biblical figures, as well as the writers recording the events, were living persons caught up in the complexities of life. If the interpreter is to portray this immediacy adequately, he must bring a fresh approach to material that is often familiar. By doing so, the interpreter can better share the experience of the story with those who may have pre-conceived ideas regarding its meaning.

In some cases, if the listeners are familiar with the material, "their very familiarity . . . may help to establish a sense of continuity which modern man so desperately needs" (96). Miss Lee's premise is that when the scriptures are "properly recreated they hold our interest and bring us new insight as adults" (96). She has designed her book to prepare the interpreter for such recreation.

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Additional News and Notes Items

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District One

Topeka West's drama department, under the direction of Roger Ramsayer, has initiated the use of festivals to accompany each production. Two festivals were held during the fall semester to accompany presentations of "The Diary of Anne Frank" and "Summer and Smoke." The festivals included lectures about the playwrights, student-directed one-acts, a visit from the Lawrence High School mime troupe, and visits to junior high schools. Festival III will be held February 25-March 11 and will include a series of lectures on theatre and one-act plays.

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Topeka High School's music and drama departments will combine efforts in the March 25-26 production of "L'il Abner." The drama department's spring production will be "Romeo and Juliet." The play, which will be presented April 22-23, will involve students, faculty members and parents as actors and crew members.

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Footnotes and Feedback
concerning
All Things, Both Great and Small

(Contributions to this section of the Journal should be sent to the Editor-in-Chief, Kansas Speech Journal, Kansas State College of Pittsburg, Pittsburg, Kansas 66762.)

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Those %#&? #% Handbooks
or
Don't Tell Me We're Teaching Research

Keith E. Akins*

Recognizing that I have been "out" of coaching for the past 10 years, understanding that times change, and knowing that I am getting older and with that comes thoughts of "the good old days"--I nevertheless feel called to express a personal concern which will not be acceptable to many.

During the past several weeks I have taken the opportunity to visit a few weekend invitational debate tournaments about the state. During that same period of time I have had the chance to visit many high schools in Kansas and "just happened" to engage a number of debaters in conversation with the following observations resulting from those conversations and those tournaments.

Have we replaced "research" with cut-and-paste? I have noted a great number of file cabinets stuffed with hundreds of cards, each containing a neatly clipped quote or some other piece of evidence which obviously came from the pages of a "handbook." I further noted on many of the evidence cards some startling omissions--no source, no date, no qualification of quoted "expert."

That many of our debaters must be doing a great deal more work and study than they did a few years ago was another revelation. It must be so, as evidenced by the brief cases, file boxes, stacks of magazines and other paraphenalia. Does this material represent an ego trip for the debaters, a desire to impress the judge or a cleverly arranged psychological twist to frighten the opposition?

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*Mr. Akins coached debate teams for 15 years in three different Kansas High Schools. He was an N. F. L. Diamond Key coach and presently directs the speech activities of the Kansas State High School Activities Association.

In at least six rounds of debate this season, I have clearly heard the statement--from both teams: "We have used more pieces of evidence than our opponents" or "we have presented more arguments than the opposition." Therefore we must be determined the winner was the conclusion, no matter what logic was or was not used, no matter that sources were not identified, no matter that the delivery was so rapid-fire that I could absorb only a fraction of that which was spewed forth.

The cross-examination period was used only in an attempt to belittle the opposition, to sarcastically allude to opposing arguments or to insult the intelligence of those who attempted to listen. Nothing was done to make the "Cross X" time an effective instrument to question logic, case construction or inadequacies of the plan.

Of the six rounds I heard, five affirmative cases were exactly alike--same needs, same plan, same evidence--SAME HANDBOOK? No, they were not novices.

Enuf said.

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Thoughts Inspired by Judging a High School Debate

Robertson Strawn*

Edwin Newman of the National Broadcasting Company is one of the leaders in the battle against gobbledygook, that is, wordy and often unintelligible jargon. His two recent books, Strictly Speaking (1974) and A Civil Tongue (1976), are crammed with examples.

However, if he had ever attended or judged a high school debate, he might have added some other gems. "My partner and I are resolved that. . ." would be less pretensiously stated as "My partner and I believe that. . ." or "My partner and I will show that. . ." Instead of declaring that an argument of an opponent is "not topical" (incidentally, declaring proves nothing), the better use of language and argument would be to explain why the argument in question is "not relevant."

In behalf of the sensible use of language, I am asking for an "affirmative concurrence."

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CONSTITUTION OF THE KANSAS SPEECH COMMUNICATION ASSOCIATION

Adopted March 4, 1939
Revised March 22, 1947
Amended November 6, 1952;
February 28, 1953; May 1, 1962; April 1969

ARTICLE I NAME

The name of this organization shall be "The Kansas Speech Communication Association."

ARTICLE II PURPOSE

Section I. To foster state-wide interest in speech activities.

Section II. To unify the teachers and directors of speech activities.

Section III. To help members with their professional problems.

Section IV. To encourage high professional standards.

Section V. To promote the general welfare of our speech activities.

ARTICLE III ORGANIZATION

Section I. This Association shall be organized into administrative districts and interest groups.

Section II. Districts. The Districts of this Association shall be organized on the basis of the Districts established by the Kansas State High School Activities Association.

Section III. Interest Groups. Interest Groups may be organized to represent major professional interests that lie within the Association.

Clause 1. An Interest Group shall be set up whenever 25 members petition for it and the Board of Directors approve. A two-thirds vote of those present at any Annual Spring Conference meeting of Directors is required for the establishment of a new Interest Group.

Clause 2. Any member of the Association may apply for membership in one or more Interest Group under the rules of eligibility and election established by them. Membership in the Association shall be a prerequisite to membership in any Interest Group.

Clause 3. An Interest Group may be dissolved by the Board of Directors when: (a) The number of members within the Interest Group falls below 25, or (b) The Interest Groups votes to recommend dissolution. A two-thirds vote of those present at any annual business meeting of the Board of Directors is required for the dissolution of an Interest Group.

Clause 4. Each Interest Group shall have a Chairperson, a Secretary, one Interest Group representative and such other officers as it may desire. The qualifications for these officers and the method of their election shall be determined by the Interest Group. The time of election of Interest Group Officers and Representatives shall not be later in the school-year than the time of the election of Officers in the Association. The results of all Interest Group elections shall be filed with the Executive Secretary-Treasurer of the Association.

Clause 5. An Interest Group remains autonomous in all matters within its field that are not reserved to the Association and the Board of Directors by this Constitution. Each Interest Group shall draw by its own bylaws and rules of procedure within the framework of this Constitution and not inconsistent with this Constitution.

ARTICLE IV MEMBERSHIP

Membership in this organization shall be of four types: (1) Charter, (2) Regular, (3) Student, (4) Associate; and shall be open to all individuals interested in the study, teaching, or direction of speech activities or the administration of school activities.

Section I. Charter Membership. Charter members shall be those who contribute a two dollar membership fee to the original organization before April 1, 1939.

Section II. Regular Membership. Regular members shall be those individuals actively engaged in the teaching, directing or administration of speech and/or school activities who have paid the regular membership fee for the current year.

Section III. Student Membership. Student members shall be those individuals enrolled as undergraduate or graduate students in an institution of higher learning who are actively engaged in the study of speech.

Section IV. Associate Membership. Associate members shall be those individuals interested in or engaged in occupations allied with the speech field who are not actively engaged in teaching speech.

ARTICLE V OFFICERS AND DIRECTORS

Section I. Authority. The authority of this organization shall be vested in the Annual Spring Conference, and shall be administered in the interim between such meetings by the Board of Directors.

Section II. State Officers. The officers of this organization shall be a President; a First Vice-President; a Second Vice-President; an Executive Secretary-Treasurer; District Chairpersons elected from the individual state districts; and Editor of the official publication; and an Interest Group Representative elected by each of the Interest Groups properly formed within the Association.

Section III. Board of Directors. The Board of Directors shall be composed of the President, First and Second Vice-Presidents, Executive Secretary-Treasurer, District Chairpersons, and any properly elected Interest Group Representatives. The Editor of the official publication is to be an exofficio member of the Board.

Section IV. Editor of the Official Publication. The Editor of the Official Publication shall be responsible for the preparation and publication of the Official Publication and such special publications as the Association shall designate. He/she shall be appointed by the Board of Directors at the Spring Conference. The President shall have the power to appoint such Associate Editors as the Editor finds necessary to assist him/her with his/her work.

Section V. Nomination. The President shall appoint at least 60 days prior to the annual Spring Conference, a Nominations Committee of three members. No two of these members shall be from the same district, nor shall any of the three have been a member of the immediate past Nominations Committee. This committee shall present the names of at least two members as nominees for First Vice-President, Second Vice-President, District Chairpersons, and Executive Secretary-Treasurer elect; when designated. The committee shall ascertain that each nominee will serve if elected. This slate will be presented to the annual Spring Conference. There shall be an opportunity for nominations from the floor for names of additional nominees prior to the election of officers. The newly elected officers shall assume office at the conclusion of the annual Spring Conference and shall hold office until their terms expire and their successors are elected.

Section VI. Elections. The Association officers shall be elected at a regularly called meeting in the Spring. The candidates receiving the majority of votes by secret ballot shall be declared elected. Only members who have paid their dues for the current year shall be

eligible to vote in elections. In the event no candidate receives a majority on the first ballot, a second ballot shall be conducted with only the names of the two candidates receiving the highest number of votes on the first ballot in the considerations.

Section VII. Special Elections. In the case of vacancy in any office by death or resignation, the following procedure shall be followed:

Clause 1. A vacancy in the office of President shall be filled by the First Vice-President for the remainder of the term of the President. He/she then will fill out his/her own full term as President.

Clause 2. A vacancy in the office of First Vice-President shall be filled by the Second Vice-President for the remainder of the term of the First Vice-President.

Clause 3. A vacancy in the office of Second Vice-President shall be filled by Preidential appointment with the approval of the Board of Directors for the remainder of the term of the Second Vice-President.

Clause 4. A vacancy in the office of District Chairperson shall be filled by Presidential appointment with the approval of the Board of Directors for the remainder of the term of the District Chairperson. The appointment must be made from the district represented by the chairperson leaving office.

Clause 5. A vacancy in the office of Executive Secretary-Treasurer shall be filled by Presidential appointment with the approval of the Board of Directors.

Clause 6. A vacancy in the office of Interest Group Representative (Chairperson) shall be filled by Presidential appointment with the approval of the Board of Directors from among the current membership in the Interest Group in which the vacancy occurs.

Clause 7. A vacancy in the office of Editor of the Official Publication shall be filled by Presidential appointment with the approval of the Board of Directors.

Clause 8. If, because of emergency, no Spring Conference is held at the end of the term for which officers were appointed to fill vacancies, the appointed officers will hold office until a special election can be called by the President and the Board of Directors.

ARTICLE VI DUTIES OF OFFICERS AND BOARD OF DIRECTORS

Section I. The President. The President shall preside at all general meetings, act as chairperson of the Board of Directors, and shall, with the advice and approval of the Board of Directors, arrange the programs for the general meetings. He/she shall be ex-officio member of all standing and special committees. He/she may call special business meetings at such times as he/she deems necessary.

Section II. The First Vice-President. The First Vice-President shall assist the President in any manner the President may designate and serve as chairperson of the Nominating Committee. He/she will preside at the annual Spring Conference in the absence of the President and will also preside at any meetings of the Board of Directors in the absence of the President. It shall be the duty of the First Vice-President to become familiar with duties and procedures of the various parts of this Association so as to be able to assume the duties of the President the following year.

Section III. The Second Vice-President. It will be the duty of the Second Vice-President to direct the District Chairpersons in their duties. He/she will assist the President and First Vice-President in any manner they may designate. The term of the Second Vice-President shall be for one year.

Section IV. District Chairpersons. The District Chairpersons shall be responsible for the speech programs of all meetings of their respective districts, and

serve as members of the Board of Directors. Each District Chairperson shall be in contact with the debate leagues in his district. He/she is to be responsible for the organization and program of all speech activities of his/her respective district. He/she shall contact each person engaged in speech activities within his/her district and explain this Association and membership in it to them. He/she shall contact these people immediately after the opening of the fall school term. Assistance is to be selected as necessary.

Section V. The Executive Secretary-Treasurer. The office of Secretary of the Kansas Speech Communication Association shall be one of a salaried Executive Secretary-Treasurer. The Association shall at its annual convention elect an Executive Secretary whose term of office shall extend for a period of three years from date of election. The Association shall pay the Executive Secretary-Treasurer an annual salary established by the Association at its annual convention for each year of service. The duties of the Secretary-Treasurer shall be as follows:

1. Maintain an accurate and current list of paid and honorary memberships.
2. Maintain a file on members whose memberships have expired for a period of three years from date of expiration.
3. Have published in each Winter issue of the Kansas Speech Journal an accurate list of paid and honorary members.
4. Have published in each Fall issue of the Kansas Speech Journal the minutes of the previous annual convention.
5. Initiate correspondence for securing additional members, including the provision of membership application blanks, to District Chairpersons, and such other correspondence as advisable for the procuring of additional KSCA memberships.
6. Provide accurate mailing labels to the appropriate Kansas Speech Journal editors for each issue of the Journal.

7. Maintain in the Secretary's file a copy of the current constitution of the Association.

8. Establish and maintain the Treasury of the Association with an account with a reputable banking establishment.

9. Promptly pay all bills of the Association which have been authorized by the KSCA President or the Association.

10. Prepare copies of a Treasurer's Report for distribution at each annual convention.

11. Maintain a list of districts of the Association and their respective cities and towns.

12. Carry out such correspondence for the business of the Association as the President shall advise.

13. Carry out any additional duties which would properly fall within the responsibilities of an Executive Secretary-Treasurer or which would further the objectives of the Kansas Speech Communication Association. At the annual convention at the end of the second year of the term of office of the Executive Secretary-Treasurer the Association shall elect an Executive Secretary-Treasurer-Elect whose duties shall begin when the term of office of the present Executive Secretary-Treasurer expires. Nothing in this provision shall be construed to prohibit an Executive Secretary-Treasurer from succeeding himself/herself through the regular election procedures of the Association.

Section VI. Editor of the Official Publication. The Editor of the Official Publication shall prepare and issue each year editions of the Official Publication beginning not later than October 15. The President shall appoint such Associate Editors as the Editor deems necessary.

Section VII. Board of Directors. The Board of Directors shall serve as executive council and act otherwise on behalf of the organization. The Board shall supervise the activities of the Editor of the Official

Publication. They shall appoint an advisory committee to work in conjunction with the Kansas State High School Activities Association. The Board of Directors shall be responsible to and shall make reports to the annual Spring Conference.

ARTICLE VII MEETINGS

Section I. General Meeting. The annual general meeting of this Association shall be held in the spring of each year at such a time as the Board of Directors shall designate and shall be called the annual Spring Conference.

Section II. Sectional Meetings. There shall be "Speech Round Tables" held at each of the state sectional meetings of the Kansas-National Educational Association.

Section III. Board of Directors. The Board of Directors shall have the power to call a special business meeting of the Association, provided that all members of the Association are notified fifteen days before the meeting; also, a business meeting shall be called at the annual convention of the Kansas-National Education Association. It shall be the duty of the Board of Directors to hold two meetings each year, the time and place to be arranged by the President.

ARTICLE VIII COMMITTEES

Section I. Standing Committees. It shall be the duty of the President to appoint the standing committees of the Association. All committees shall report to the Board of Directors or to the annual Spring Conference as designated by the Board of Directors. The standing committees shall be those named in the other sections of this article.

Section II. Advisory Committee. This shall be a committee of four members, one from each of the following Kansas State High School Activities Association classifications: 5A, 4A, 3A, and 2A-1A. Each member will serve a four year term on a rotating basis. Should a vacancy occur, the unexpired term will be filled by Presidential appointment. This committee will serve in an advisory capacity to the State Speech Activities Director of the Kansas State High School Activities Association.

Section III. Others. Other standing committees may be created by a majority vote of the Association at any regular annual Spring Conference. It shall be the duty of such committees to carry out such tasks as may be assigned them by the convention.

Section IV. Special Committees. Special Committees shall be appointed by the President. They shall report to the Board of Directors or to the annual Spring Conference as designated by the Board of Directors. Their appointment shall be for one year or until their assignment is completed.

ARTICLE IX PUBLICATIONS

The Board of Directors shall have the power to consider and authorize the publication of the Official Publication, committee reports, and such special documents as they shall deem to be in the best interests of the Association to publish.

ARTICLE X RATIFICATION

This constitution shall be adopted when ratified by 2/3 of the speech teachers present at the meeting held at the Topeka High School, Saturday, May 4, 1939.

ARTICLE XI AMENDMENTS

Section I. Proposals. Amendments may be proposed by petitions signed by five percent of the membership and directed to the Secretary who shall publish said proposal in the subsequent issue of the official publication.

Section II. Ratification. Ratification may be made by ballot either by mail or at an annual Spring Conference by a two-thirds (2/3) majority vote of those voting.

BY-LAWS

Section I. Annual Dues. The annual dues shall be established by the annual Spring Conference for each type of membership and may vary from year to year.

Section II. Quorums. A quorum for the annual Spring Conference shall be fifteen members. A quorum for a meeting of the Board of Directors shall be a majority of its members.

Section III. Amendments. These by-laws may be amended by a majority vote at any annual Spring Conference, provided the proposed amendment shall be mailed to the members or published in the Official Publication at least thirty days prior to the date of the annual Spring Conference.

Section IV. Eligibility. Only Charter or Regular Members who have paid their dues for the current year shall hold office or serve upon committees.

Section V. Rules of Procedure. The annual Spring Conferences, special business meetings, and Board of Directors meetings shall be governed in their procedure by Robert's Rules of Order Revised.

Section VI. Agendas.

Clause 1. The Agenda for the annual Spring Conferences shall be the responsibility of the President. In no case shall the proposed agenda be final in the sense of excluding motions from the floor not otherwise prohibited by this constitution or by the rules of procedure.

Clause 2. The Agenda for the Interest Group meetings at the annual Spring Conference shall be the responsibility of the Interest Group Chairpersons and/or Interest Group Representative.

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And Perhaps Judges of Speech Contests
Are Not Always Infallible

"I believe capital punishment to be an appropriate remedy for anyone who does me injury, but under no other circumstances. Seriously, for countless years and in countless cultures, capital punishment has been tried again and again with no apparent beneficial results My principal opposition lies in the fact that all legal expertise is often far too inaccurate to warrant betting a human life on a jury's verdict - - or a judge's, for that matter."

F. Lee Bailey

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